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ABSTRACT

This six-week elective course in English for grades 10-12 is designed to acquaint students with the culture of India through the study of animals in Indian myth, folklore, and religion. Research skills, creative writing, group cooperation, and oral presentations are all integral parts of this course. Students must keep a course journal, research a chosen animal with a group, compile a bibliography, and plan an oral presentation for elementary school students. (EH)

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CURRICULUM PROJECTS DEVELOPED
by
1995 SEMINAR PARTICIPANTS

CAROL S. MACINTYRE
INDEPENDENT CURRICULUM PROJECT
FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
INDIA: 1995

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United States Educational Foundation in India

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CAROL S. MACINTYRE
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FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
INDIA: 1995

PROJECT TITLE: Animals in India: Folklore Myth and Religion

PROJECT LENGTH: Six weeks

PROJECT TARGET GROUPS: Grades 10-12/ Elementary students

PROJECT DESCRIPTION: This six-week elective course in English is designed to acquaint students with the culture of India through the study of animals in Indian myth, folklore and religion. Research skills, creative writing, group cooperation, and oral presentations are all integral parts of this course. Students must keep a course journal, research a chosen animal with a group, compile a bibliography, and plan an oral presentation for elementary school students.

PROJECT OBJECTIVES: The student should be able to

1. demonstrate familiarity with the folkloric function and religious significance of animals in the culture of India.

2. -give evidence of an understanding and appreciation for the culture of India through readings on the animals.

3. -apply research skills to create and organize a lively and interesting presentation about selected animals.

4. -organize material to fit comfortably into a 45-minute presentation to local elementary school students.

5. -arrange for visual aids, handouts, hands-on activities, etc. to enhance the presentation.

6. -exercise creativity in the choice of objects, stories, slides, dance, audience participation, etc. for the presentation.

7. -practice positive and effective cooperative learning through inclusive group interaction, careful mutual planning, fair delegation of tasks, and utilization of individual talent to the benefit of the presentation.

8. -keep a journal chronicling course activities, plans, ideas, problems, illustrations, sources, quotations, cartoons, poems, observations, assignments, paste-ins, personal reactions, outlines of information gathered, etc.

9. -participate in a final discussion sharing journal entries and feelings about the outcome and impact of the project on their understanding of the culture of India.

STRATEGIES: WEEK ONE: Begin journals
Organize groups and materials
Outline project tasks

DAY 1: Procedure: Teacher/Student/Student interaction

Initiate discussion of American attitudes toward the animals in their lives. Ask what animals they associate with the word INDIA. Call a student to board to elicit from class a side-by-side list of the animals most familiar to American and Indian households. Discuss. Teacher will add any animals left out of Indian list and share personal observations of Indian attitudes toward animals (very brief references to Jain philosophy, the sacred cow, the elephant, oxen, water buffalo, monkey...the close proximity of animals and citizens in everyday life, etc.)

Assignment: journal entry: reaction to discussion

Day 2: Procedure: Student/Student interaction-Teacher facilitator

Share journal entries. Handout: Course description and content, list of animals. Discuss and clarify as needed. Students divide into groups of three or four (no more) and decide on one animal per group for study. (Be sure they use compromise to cover a variety of animals) Students make a rough outline of tasks and projects in journals, elect a group leader, discuss strategies, ideas, etc. All keep notes in journals. Stress that sharing information among the groups is important.

Assignment: journal entry: reaction to group work. Go through books and/or computers at home or interview an Indian acquaintance or classmate for information on India.

Day 3: Procedure: Student/Student/Teacher interaction

Teacher instruction: Daily procedures in class, names of the great Indian literary works: Ramayana, Bhagavadgita, Handout: model outlines for project. Students share homework findings, swap information as needed. Teacher places out books of Indian stories and comic books collected in India, newspaper articles, art books, story scroll, posters, animal objects etc. etc. for students to peruse and check out as needed. (See bibliography). School and community libraries must be used for research also. Teacher circulates to each group checking progress, making suggestions, helping with problems as necessary.

Assignment: journal entry, group task: research

Day 4: Student/Student interaction-Teacher observation

Five minutes, whole class: group progress reports; sharing of research between groups; troubleshooting for each other. Allow students to work together with materials. Assist only when students ask, and then only give them leads to find information or to solve group problems by themselves. Observe and take notes on positive activities. Make sure each group has planned a homework task.

Assignment: journal entry, group initiated homework

Day 5: Student/Student interaction-Teacher observation

Before students begin tasks, commend any good strategies observed. Encourage groups to cooperate with each other: to join for some activities, brainstorm, etc. Assure them that they are not rivals but collaborators and that they will receive at the end of the course a class grade on how well they have worked together. Collect the week's worksheets and/or journals for comments and suggestions.

Assignment: journal entry, group initiated homework

WEEK TWO: Research animal
Prepare bibliography of sources
Outline presentation

WEEK THREE: Prepare audiovisual aids: worksheets, artwork, puppets, story scrolls, music, videos, etc.

WEEK FOUR: Rehearse presentations
Students evaluate and suggest improvements
Rehearse, Revise, and clean up as needed

WEEK FIVE: Present projects at Vanderlyn Elementary School

WEEK SIX: Groups summarize project based on journals
Class evaluates course
Exam: essay/journal entry

NOTE: Since the course has not yet been tried out, time allotments may need adjustment--hence the day-by-day planning for one week only. The outline of activities from weeks two through six may also need some leeway. The rather light activity of week six allows for this need.

GRADING: Major: (2/5) finished journal/ presentation/ group summaries/ class grade
Participation: (1/5) timely completion of individual group tasks/ group interaction
Quizzes/Homework: (1/5) group completion of handouts/ outlines/ bibliography, etc.
journal entries/ research
Exam: (1/5) essay/final journal entry

MATERIALS: STUDENTS: Notebook/ Paper, plain and colored/ Material scraps/ Pens, Pencils, Crayons Markers/ Glue/ Tape/ Needles, Thread, Buttons/ Miscellaneous needs

MATERIALS: TEACHER: From India: Story Scroll/ Animal figures/ Photographs/ Slides/ Indian fabrics with animal motifs/ Indian books/ Paper Maiche boxes/ Door/Wall hangings with Ganesha/ Jewelry/ Animal shadow puppets/ Theater masks/ Woodcut animal stamps/ Moghul paintings of hunting and other animal scenes.

Course Bibliography

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LIST OF LIKELY ANIMALS FOR STUDY

THE GREAT INDIAN EPICS: THE RAMAYANA/ BHAGAVAD GITA

HINDU GODS AND THEIR ANIMAL VEHICLES:

Vishnu--Eagle, copper-colored, also called the Brahminy Kite
Shiva--Bull, also called Nandi
Saraswathi--Peacock
Parvati--Lion
Ganesha--Mouse
Subramanya--Peacock
Ayyappa--Tiger, Elephant
Bairava--Dog
Rati--Parrot
Indra--Elephant
Agni--Ram with two heads
Yama--Buffalo
Varuna--Crocodile
Vayu--Deer
Kubera--Horse
Surya--Seven Horses pulling chariot
Chandra--Ten Horses pulling chariot
Ganga--Makara, a sea monster
Sithala--Donkey

ANIMAL GODS

Garuda--King of the Birds
Ganesha--Elephant God
Hanuman--Monkey God
Jambavan--King of the Bears
Sugriva--King of the Monkeys
Bali--Halfbrother to Sugriva
Nagas--Race of serpents

SOME ANIMALS FEATURED IN FOLKLORE:

Crow	Fish
Parrot	Monkey
Crocodile	Tiger
Pig	Heron
Snake (Naga)	Dog
Rooster	Buffalo
Rabbit	Jackal
Owl	Swan
Peacock	

SAMPLE OUTLINES FOR PROJECT

NOTE: Please modify these outlines to fit your needs. They are not meant for you to copy slavishly.

GROUP IDENTIFICATION_____

GROUP ANIMAL_____

STEP ONE: RESZARCH/ WEEK TWO/ NOTE: BE SURE TO KEEP TRACK OF PAGES AND SOURCES FOR YOUR BIBLIOGRAPHY!

I. The animal in Indian myth
   A. God associated with
   B. Mythological connection with
      1. The God
      2. The story

II. The animal in the Hindu Religion
   A. Story and worship of
   B. Symbol of
   C. Feast days and holidays for

III. The animal in Indian Folklore
   A. Story one
      (Perhaps act these out....)
   B. Story two

IV. The animal in Indian daily life: use and treatment

V. The result of the research: pooled information

STEP TWO: PREPARATION FOR PRESENTATION/ WEEK THREE

I. Pooled information
   A. Discuss what to keep and what to discard
   B. Decide format of presentation for each item

II. Division of tasks
   A. Coordinator--(name)
   B. Script--(list names)
   C. Student handouts--(list names)
   D. Artwork--(list names

III. Things to consider
   A. Fitting material into time frame
   B. Arranging materials in such a way as to keep audience engaged
      1. Lighting
      2. Costumes--Indian dress/Animal masks
      3. Dialogue
      4. Slide projector for slides and/or illustrations
   C. Letting children participate (in script, art, acting)

IV. Some ideas for art and creativity

(This one is all yours--only if you are AT YOR WITS END will I help you here....but remember to use the Indian artifacts and other materials available in our classroom.)

STEP THREE: REHEARSAL/ WEEK FOUR (Every one must participate, even if only as prompter or gofer.)

I. Things to consider
   - A. Coordination of lighting, script, activities
   - B. Memorization of parts if dramatizing story/ Prompters
   - C. Set-up of AV materials ahead of time
   - D. Music accompaniment
   - E.. Delivery of script
     - A. SLOW
     - B. Clear
     - C. Lively
     - D. Ready to pause for laughter
   - F. Stage presence
     - A. Face Audience
     - B. Walk among children
     - C. Make eye contact
   - G. Student absence on day of performance

II. Program leaflets
   - A. Design for all groups or each alone?
   - B. Sequence of presentations varied as to type and activity? (Do not put two similar presentations back to back.)
   - C. Illustration on front?

FINAL NOTE: You may want to form groups according to talent: that is, an Art Group, Writing Group, AV Group, etc. In that case you would need to work on several animals and coordinate your research in different ways. It's all up to you. Let's see those imaginations run...Good Luck and have lots of fun!

REHEARSAL EVALUATION Divide individual presenters among evaluator groups so that each has at least three ratings. Everyone evaluate items marked "whole."

NAME OF EVALUATOR AND GROUP: _____

NAME OF PERFORMING GROUP: _____

NAME OF PERSON TO BE EVALUATED: _____

PACE (whole): TOO FAST/ TOO SLOW/ JUST RIGHT

Suggestions: _____

DICTION (individual) SLURRED/ TOO SOFT/ CLEAR

Suggestions: _____

STAGE PRESENCE: (individual)

Faces audience	Yes	No
Makes eye contact	Yes	No
Lively	Yes	No

Suggestions: _____

_____

ACTIVITIES:

Appropriate		Interesting		Engaging	
Yes	No	Yes	No	Yes	No

Suggestions: _____

_____

COORDINATION AND TRANSITION: Between Script/ AV/ Activity:

Prompt/ Delayed Awkward/ Smooth

Suggestions _____

_____

COURSE EVALUATION: ANIMALS IN INDIA: MYTH FOLKLORE AND LIFE

Consider the course objectives below. On a separate paper, in outline form address each. Are you satisfied that you have attained it? Do you think you missed out on it? Do you have any suggestions as how better to attain it? What might you have done differently? You may be creative. Please be honest. You may remain anonymous if you wish though each student must complete the evaluation. For the evaluation it is best to work alone.

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